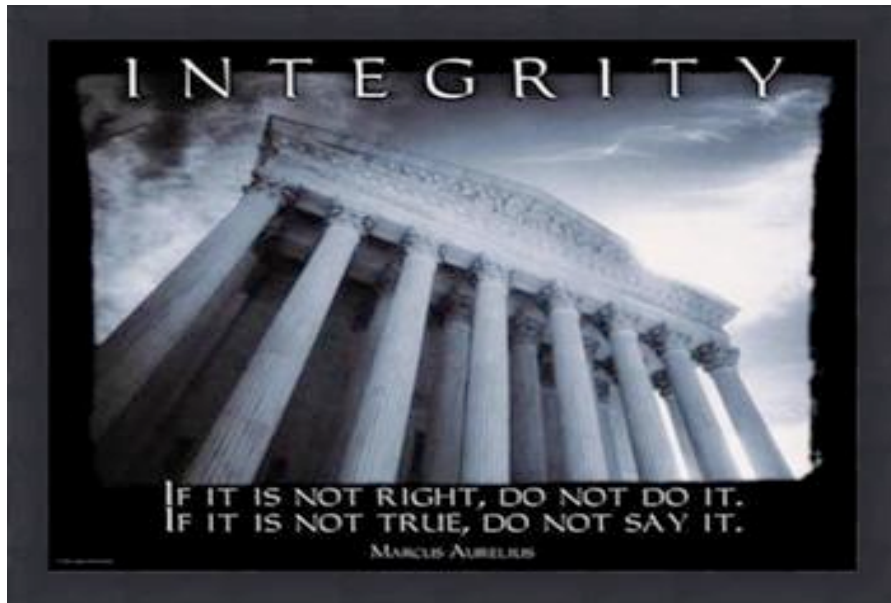


Honesty/Integrity

Doing what you know is right.



www.googleimages.com

"Integrity is telling myself the truth. And honesty is telling the truth to other people."

-Spencer Johnson

"Have the courage to say no. Have the courage to face the truth. Do the right thing because it is right. These are the magic keys to living your life with integrity."

-W. Clement Stone

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Lesson Plan: Honesty/Integrity

Title

Honesty Definition and Reflection Questions

Connections to Character Traits

Honesty, integrity, honor, responsibility, compassion, trust

Grade level

K–8

Overview

This activity provides examples of what honesty is and is not. Reflection questions are provided and students can either journal responses or discuss in small groups or as a whole class.

Materials

Paper/pencil (optional)

Procedure

Read the following about honesty and have students work individually, in pairs, small groups, or a whole class to answer the reflection questions.

What is Honesty?

Being honest is being open, trustworthy and truthful. When people are honest, they can be relied on not to lie, cheat, or steal. Honesty is telling the truth. It is admitting mistakes even when you know someone might be angry or disappointed. Being honest means that you don't pretend to be something you are not. With honesty, you can trust things to be as they appear.

Why Practice It?

Honesty is important because it builds trust. When people lie, or cover up mistakes, others can't trust them. When people aren't honest with themselves, they pretend that something doesn't matter when it does or they exaggerate to impress others. When you are honest with yourself, you accept yourself as you are. When you are honest, others can believe you.

Reflection Questions

- When is it most difficult to be honest?
- Name a time you practiced honesty.
- How do you feel when someone exaggerates?
- Why do we want to impress others by exaggerating?
- What would it feel like to always tell the truth and keep your word?
- How does honesty help friendship to grow strong?
- Why is it important to be honest?

Assessment

Based on student participation/discussion or journal responses.

Source

The Virtues Project

Lesson Plan: Honesty/Integrity**Title**

Integrity Definition and Reflection Questions

Connections to Character Traits

Honesty, integrity, honor, responsibility, compassion

Grade level

K-8

Overview

This activity provides examples of what integrity is and is not. Reflection questions are provided and students can either journal responses or discuss in small groups or as a whole class.

Materials

Paper/pencil (optional)

Procedure

Read the following about integrity and have students work individually, in pairs, small groups, or a whole class to answer the reflection questions.

What is Integrity?

Integrity is standing up for what you believe is right, living by your highest values. It is being honest and sincere with others and yourself. You are a person of integrity when your words and actions match. You don't fool yourself into doing what you know is wrong. You fill your life and your mind with things that help you to live a good, clean life.

Why Practice It?

Without integrity, no one would be able to trust each other to do what they say they are going to do. Integrity helps us to listen to our conscience, to do the right thing, to tell the truth. When people act with integrity, they stand for something. Others believe them and rely on them. Integrity gives us self-respect and a peaceful heart.

Reflection Questions:

- What would a friendship be like without integrity?
- What would a friendship be like if both people were people of integrity?
- How do people feel around someone who doesn't do what they say they will do?
- What would help you to do the right thing even if others are trying to lead you into temptation?
- When is it hard for you to practice integrity? When is it easier for you to practice integrity?

Assessment

Based on student participation/discussion or journal responses.

Source

The Virtues Project

Lesson Plan: Honesty/Integrity

Title

Defining Honesty/Integrity

Connections to Character Traits

Teamwork, honesty, integrity, patience

Grade level

Can be adapted for all grades

Overview

Groups of students work together to create a definition for honesty/integrity. Additionally, students work together to establish guidelines demonstrating honesty/integrity in the classroom. This activity can be used with all character words.

Materials

Markers, construction paper or poster boards

Procedures

1. Students are split into small groups (4–5 kids per group). Each group should work together to come up with 3 to 5 words that define “honesty/integrity” to them.
2. Each group should then come up with their own definition of honesty/integrity. This definition should be a sentence or two that describes what honesty/integrity means to them.
3. Once each group comes up with a definition, the class can share what each group came up with.
4. Once definitions have been shared, each group will come up with 3 guidelines for demonstrating honesty/integrity in the classroom and/or school building. These guidelines should help students succeed in school and in life.
5. The group will write their definition and guidelines of honesty/integrity on the poster board or construction paper.
6. The boards can be placed on the walls throughout the room.

Assessment

Observe to make sure all students are participating

Credit: Adapted from A to Z Teacher Stuff (R.L, 6th grade teacher)

<http://www.atozteacherstuff.com>

Lesson Plan: Honesty/Integrity

Title

Honesty/Integrity Dilemmas

Connections to Character Traits

Honesty, Integrity, trust, respect, responsibility, caring

Grade Level

Can be adapted for all grade levels

Overview

Students journal, write essays, discuss, debate, role-play, or reflect on the dilemmas presented

Materials Needed

Paper (optional)

Pencils (optional)

Procedures

Read the following dilemmas and journal, write an essay, discuss, debate, role-play, or reflect on the questions for each.

- Your four-year-old nephew asks you if Santa Claus is real. You can tell by the way he asks that he still wants to believe in Santa Claus. Are you lying if you say yes? Give a reason for your opinion and look at both sides.
- You're living in Belgium during World War II, and you're secretly hiding a Jewish family in your attic. The police show up at your door and ask if you're harboring Jews. Do you lie or tell the truth? Are there times when you might make a greater mistake by telling the truth than by lying? Give other examples that support your opinion.
- The President of the United States has learned about a new communications device that will allow the U.S. government to discover where other countries store their weapons. The same device can also be used to snoop on people in the U.S. Is the President obligated to tell the people about the new device? Why or why not?
- Your friend Evan is popular, well liked, and a great soccer player besides. Your school's soccer team is competing for first place in the district, and Evan is key to winning. During math class this morning, you saw him cheat on an important test. No one else noticed. If the teacher found out, Evan would be kicked off the soccer team. Is it your responsibility to report what you saw? Is it anyone's responsibility? What are the consequences of reporting? What might be the consequences of *not* reporting?

- You're paying for school supplies at your local discount store. The store is part of a huge chain with hundreds of stores across the country. When the cashier rings up your purchases, she undercharges you \$10 by mistake. You could call it to her attention...or you could donate the \$10 to a local homeless shelter you've been helping. You wouldn't be keeping the money for yourself, and the shelter needs it more than the big corporation that owns the store...right? Do you put the \$10 in your wallet and leave? Why or why not?

Assessment

Based on class discussion or written responses

Source

What Do You Stand For?

Lesson Plan: Honesty/Integrity

Title

Creative Drama Activities

Connection to Character Traits:

Honesty, integrity, responsibility, caring, trustworthiness, fairness, honor

Grade Level

Can be adapted for grades K–8

Overview

Students are given the opportunity to role-play various scenarios that allow them to practice what Honesty/Integrity looks like.

Materials Needed

Props are optional

Poster boards for review of Honesty/Integrity

Procedures

1. Review the following with the students. Adaptations can be made based on the age of the students. The list of what Honesty/Integrity *is* can be placed in a column with a happy face, and the list of what Honesty/Integrity *is not* can be placed in a column with a sad face:

Being Honest/having integrity means:

- Telling the truth
- Standing up for what you believe is right
- Being trustworthy and truthful
- Admitting mistakes
- Living by your highest values
- Filling your life and mind with things that help you live a good, clean life

Being Dishonest/not having integrity means:

- Lying
- Twisting the truth or leaving out part of it
- Not admitting mistakes
- Saying one thing and doing another
- Exaggerating
- Making poor choices that go against your values

2. Role-playing a situation helps students internalize the lesson's character traits. The following scenarios can be acted out in front of the class or discussed in small groups. Two or more volunteers can act out each scenario. Teachers need to set the scene, guide the actions, and choose the roles of the volunteers. Props can be used. Teachers can coach students through the first and second scenarios. Reinforce the behaviors you want to observe:

How would you practice honesty/integrity if...?

- a. A friend invites you to his house to watch an R-rated movie, and your parents have made you promise not to watch R-rated movies?

- b. A friend asks you to keep a secret, then tells you she's planning to run away from home?
- c. A friend you're shopping with slips a CD into his jacket and walks out of the store without paying for it?
- d. You broke one of your mother's favorite things by accident and are afraid she will be mad?
- e. You find yourself exaggerating about how well you did in sports?
- f. Your sister and/or friend asks you if a new dress looks good on her and you think it doesn't?
- g. You say something cruel to someone and later tell yourself he deserved it?
- h. You forgot to do your homework and the teacher asks where it is?
- i. The teacher leaves the room?
- j. Other people are cheating on a test?
- k. You have agreed to do a job and it becomes too hard?
- l. Your friend lends you his new crayons and you accidentally break three of them?
- m. You accidentally break your father's favorite tool and are scared that he will get mad?
- n. You tell your best friend's secret to another friend and your best friend finds out?
- o. You forget to clean your room and your mother asks again if it is clean.
- p. Your friends want you to take some candy from the store?
- q. Your teacher wants to know where your project is and you haven't finished it yet?
- r. A classmate, who you do not like, wants to borrow a piece of paper?
- s. Your mother wants to know if you have finished your homework. At the same time, your friends want you to come outside and play?

3. Additional optional follow-up activities:

- Have the students draw a picture that illustrates what being honest looks like. Discuss the illustrations or have them write a paragraph that explains their illustration. Hang their pictures up in class or in the hallway.
- Have the students write down the name of the most honest person they know and then explain their choice.
- Have the students write a letter to a friend explaining about a time when they were being honest. It may have been a time when they had to tell the truth to a parent or friend. The letter should include how they felt before or after they practiced honesty.
- Have the students list some benefits of being honest and some problems when a person doesn't tell the truth.

Assessment

Behaviors that students display in role-plays will help assess whether students understand the concept of honesty/integrity

Source

What Do You Stand For?, The Virtues Project, and *Kids With Character* (Published by National Center for Youth Issues)

Lesson Plan: Honesty/Integrity

Title

"The Boy Who Cried Wolf" and "The Untangle Game"

Connection to Character Traits

Honesty, trustworthiness

Grade Level

3/4

Overview

A lesson that introduces the concept of honesty as a character trait– it includes discussion of HONESTY as well as two activities to choose from. The activities include the story of "The Boy Who Cried Wolf" as well as "The Untangle Game".

Materials Needed

White board/Chalk board

Procedures:

1. *Define Honesty* (Discussion)–Ask the kids what honesty means to them. Write their answers on the board and come up with a working definition (i.e. "Telling the truth; not lying")
2. *Understand why people lie.* Have a discussion about this. You might want to get the ball rolling by sharing what has tempted you to lie in the past, or why you feel others have lied to you. Some possible reasons to point out in discussion:
 - a. They are about to get into trouble so they lie and say, "I didn't do it!"
 - b. They want attention, so they tell lies to impress people: "Over Christmas, I jumped out of a helicopter and skied down a steep mountain causing an avalanche!"
 - c. To make interesting conversation, they pass on information that might not be true, as if they know it to be true: "Did you hear about Jenny? She stole a watch from Sears and got caught!"
3. *Understand how dishonesty hurts those who are lied to and those who lie.* Try to move the students beyond understanding lies to FEELING how it hurts them and others.
 - a. How does lying hurt people who are lied to? (Give example of sharing how gossip once hurt you)
 - b. Have you ever been hurt by a rumor that went around about you? Can you tell about it? How did it feel?
 - c. How does lying hurt people who tell lies? If the person is caught even just once, people will have a hard time trusting them in the future.
 - d. When they really need people to believe them, they might not.

4. Two follow-up activities:

1. Aesop's Fable, "The Boy Who Cried Wolf:"

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The wolf is chasing the sheep!" the villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces. "Don't cry 'wolf,' shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away. When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!" But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!" But the villagers thought he was trying to fool them again, and so they didn't come. At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping. "There really was a wolf here! The flock has scattered! I cried out, 'Wolf!' Why didn't you come?" An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Discussion: How did lying hurt the shepherd boy? How can lying hurt us in the same way?

2. The Untangle Game:

Divide into groups of four (must be an even number). Stand facing one another in a circle. Instruct each student to grab the right hand of a student across from (not next to) him. Next, join left hands with a different person. Then, try to untangle without anyone letting go. Next, try it with six people, then, eight.

Discussion: How is "The Untangle Game" like lying? (Lying leads to more lies and often tangles up our relationships. Like tangles, lies can be hard to untangle.) Can you give an example of how lies tangle up?

Assessment:

Listening to student comments during discussions will help assess whether the students understand the concept of honesty. Also, teachers can note how often they catch children telling lies within the classroom. This information can be collected (tally marks) for one week prior to introducing the honesty character trait (for baseline data) and then for one week after honesty is discussed. Data can be collected on a few target students, or on the class as a whole.

Source: Character Education Partnership website: www.character.org

Lesson Plan: Honesty/Integrity

Title

"Fishing for Integrity"

Connection to Character Traits:

Teamwork, caring, honesty

Grade Level

Can be adapted for grades K-4

Overview

The purpose of this activity is to model what integrity means. Integrity means being strong enough to do what you know is right. Integrity also means knowing the difference between right and wrong and choosing to do the right thing, even when it is difficult.

Materials

Fish pattern (see attached, one for each student)

Fish bowl or clear container

Pencils/markers

Crayons

Procedures

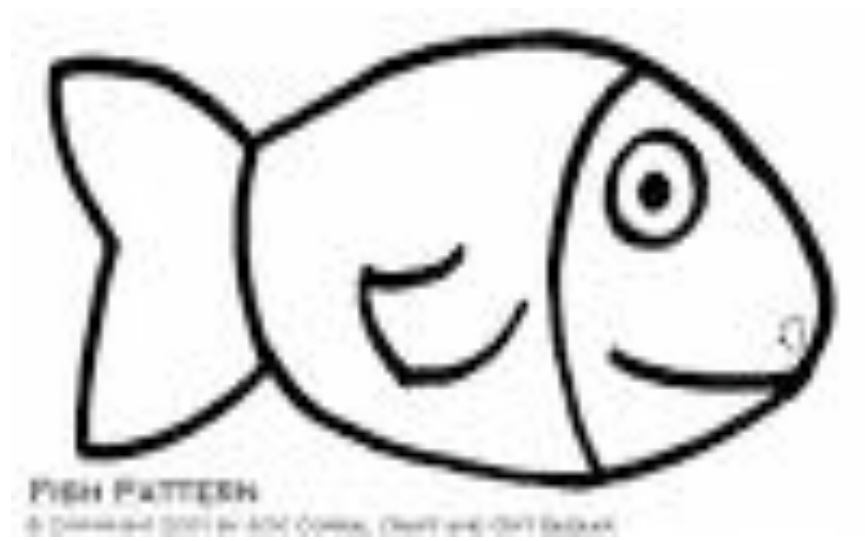
1. Copy the fish pattern so that each student has one.
2. Have students write their names on the fish and decorate them.
3. Place the fish in a bowl and let each student take turns pulling a fish from the bowl.
4. As each child pulls out a fish, he/she should read the name on the fish he/she pulled and tell one way that student displays integrity (i.e. follows the rules, does not run in the hallway, tells the truth, and is kind to others).

Assessment

Observe to make sure all students are participating and are having fun!

Source

Character Education Ideas and Activities for the Classroom by A. Hall, B. Holder, E. Matthews, M. McDowell, L. Pyne, S. Walker, R. Welch, and K. White



Lesson Plan: Honesty/Integrity

Title

Honest Compliments

Connections to Character Traits

This activity helps promotes integrity among the students by genuinely complimenting one another's positive characteristics.

Grade level

K-4

Overview

This is an activity that involves complimenting other students in written and oral form

Materials

White lined paper, a camera (optional), tape, and a pencil

Procedure

Pair up students in a random order. The students are to genuinely compliment each other on their positive characteristics. Students should use adjectives and specific examples in their descriptions. Have students record the compliments on a piece of paper. The teacher should review examples and non-examples of giving genuine compliments.

Examples:

- Paula was behaving nicely when she invited me to sit with her at lunch.
- Paula was showing kindness when she asked me to play with her.
- Allen was showing patience when he let me go on the computer first.
- Allen was being a friend when he brought my homework home to me when I was out sick.

Take a picture of the pair of students and put it on each other's papers underneath the written statements.

The students come to the front of the class and read what they wrote about each other to their classmates.

Hang finished papers in the classroom or hallway.

Assessment

Based on student participation.

Credit

Elise Stetson

Lesson Plan: Honesty/Integrity

Title

Honesty/Integrity Mural

Connections to Character Traits

Honesty, Integrity, trust, respect, responsibility

Grade Level

Can be adapted for all grade levels

Overview

Students research and collect pictures of people in history that are known for being honest or people of integrity. Variation: Students can ask one another to tell about times they have been honest or acted as people with integrity. Students can place the stories of honesty/integrity with pictures of the people.

Materials Needed

Paper, pencils, camera (optional), computers or historical books

Procedures

- Collect pictures (use books, the internet, etc... to collect pictures) of people throughout history who have been known for their honesty/integrity. Examples: Abraham Lincoln ("Honest Abe"), George Washington ("I cannot tell a lie").
- Write down or be able to discuss why the person is known for being honest or a person of integrity.
- Use the pictures and brief stories about the person's honesty/integrity to create an Honest Mural.

Variation

- Have students sit in pairs.
- Have students ask each other about times when they were honest and what skills they needed to be honest and people of integrity.
- Students can take a picture of each other (optional) and the class can display the pictures along with the brief stories about their honesty/integrity experience on classroom walls or in the hallway.

Assessment

Based on class discussion/participation or written responses

Source

What Do You Stand For? A Kid's Guide to Building Character by Barbara A. Lewis

Lesson Plan: Honesty/Integrity

Title

Making Choices 1

Connections to Character Traits

Honesty, respect, responsibility

Grade level

Can be adapted for grades 1–6

Overview

This activity is designed to engage the students in a discussion about choices and the kinds of choices we make every day. Some choices are more important than others. It is important to talk about factors that affect the choices we make and the consequences of our choices. During this activity, have students reflect on how their choices affect themselves and the influence of their choices on others.

Materials

Reflection Questions (attached)

Masking Tape or Blue Tape

An open space in the classroom where students can stand

Procedures

- Create a line with masking tape down the middle of the open space.
- Explain that students will be given two options. They will have to choose one.
- As you name the first option, you will point to one side of the line. As you name the other option, you will point to the other side of the line.
- Everyone must choose one side or the other. **Allow students to change sides.** This will be discussed later in the activity.
- Once the questions have been asked, have everyone sit together to reflect on the activity.

Activity Questions:

1. Pizza or tacos?
2. Tacos or hamburgers?
3. Watching TV or listening to music?
4. Going to the movies or going to the mall?
5. Sleeping over at a friend's house or going to a great restaurant with your family?
6. Comedy movie or action movie?
7. Football or basketball?
8. Texting or IM'ing?

9. Doing your homework while listening to music or no music?
10. Sleep in or get up early?

Reflection

1. What happened in this activity? Did everyone make the same choice?
2. How did it feel when you made a different choice than your friends?
3. Did any of your friends try to get you to come over to your side?
4. How did it feel when they tried to get you to change your choice?
5. Did anyone change their choice so they could be with his or her friends?
6. Can you make a different choice than your friends and keep your friendship?
7. When could making the same choice as a friend cause a problem?
8. When could making the same choice as a friend be dangerous?
9. Name one thing that surprised you about this connection activity?

Assessment

Observe to make sure all students are participating, giving thoughtful responses and respecting the choices of others.

Credit: Adapted from Girls in Real Life Situations by Julia V. Taylor & Shannon Trice-Black. 2007, pg. 11-12.

Lesson Plan: Honesty/Integrity

Title

Making Choices 2

Connections to Character Traits

Honesty, respect, responsibility

Grade level

Grades 6–8

Overview

This activity is designed to engage the students in a discussion about choices and the kinds of choices we make every day. Some choices are more important than others. It is important to talk about factors that affect the choices we make and the consequences of our choices. During this activity, have students reflect on how their choices affect themselves and the influence of their choices on others.

Materials

Reflection Questions (attached)

Masking Tape or Blue Tape

An open space in the classroom where students can stand

Procedures

- Create a line with masking tape down the middle of the open space.
- Explain that students will be given two options. They will have to choose one.
- As you name the first option, you will point to one side of the line. As you name the other option, you will point to the other side of the line.
- Everyone must choose one side or the other. **Allow students to change sides.** This will be discussed later in the activity.
- Once the questions have been asked, have everyone sit together to reflect on the activity.

Activity Questions:

1. Pizza or Tacos?
2. Plain M&M's or Peanut M&M's?
3. Reality TV or Sitcoms?
4. Texting or IM'ing?
5. Republican or Democrat?
6. Leave legal drinking age at 21 or change to 18?
7. Dating in middle school is okay or you should wait until high school?
8. Get involved in sports or clubs at school or not?
9. Get up early or sleep in?
10. Go out to eat or cook a meal at home?

Reflection

1. What happened in this activity? Did everyone make the same choice?
2. How did it feel when you made a different choice than your friends?
3. Did any of your friends try to get you to come over to your side?
4. How did it feel when they tried to get you to change your choice?
5. Did anyone change their choice so they could be with his or her friends?
6. Can you make a different choice than your friends and keep your friendship?
7. When could making the same choice as a friend cause a problem?
8. When could making the same choice as a friend be dangerous?
9. Name one thing that surprised you about this connection activity?

Assessment

Observe to make sure all students are participating, giving thoughtful responses and respecting the choices of others.

Credit: Adapted from Girls in Real Life Situations by Julia V. Taylor & Shannon Trice-Black. 2007, pg. 11-12.

Lesson Plan: Honesty

Title:

Pinocchio's Nose

Connection to Core Values

Honesty, responsibility

Grade Level

K-3

Overview

Students are introduced to the concept of Honesty through the story of Pinocchio. They are then given the opportunity to role-play various scenarios that allow them to practice what Honesty looks like. Sample scenarios are provided.

Materials

Pinocchio book

8 ½ by 11 sheets of paper (one per student)

Large rubber bands (one per student)

Stapler

Procedures

1. Review/read the story of Pinocchio with the students to help teach them the concept of honesty. After reading and discussing the story, have students make their own Pinocchio noses *or* make one for yourself to wear as you continue the lesson.
 - a. Fold a sheet of 8 ½ by 11 paper in half and roll it into a cylinder that is 8 ½ inches long. Staple it at each end so it will not unroll. Cut a large rubber band and staple each end of the rubber band to opposite sides of one end of the tube. Leave enough rubber band to tie a knot at each side so the rubber band will not slip through the staple. Place the rubber band around your head and put the tube on your nose so you look like a dishonest Pinocchio.
2. Read the following story. Using a "Thumbs up or Thumbs down" response, ask how many of the students feel that the main character was being honest. Discuss the actions and feelings of the characters. Use the "Pinocchio Nose" to illustrate John's dishonesty. Try to get students to help John tell the truth and shrink *his* nose back to size.

One day, Tom lent his ipod to his friend John during afternoon recess. John was so happy about the ipod that he wanted to show it to his friend Sara. As John ran across the playground to show Sara the ipod, he tripped and dropped it on the cement. He quickly picked it up, put it back together, and returned it to Tom. That evening, Tom noticed his ipod was broken. The next day at school, he asked John if he had broken his ipod. John immediately replied, "No" and walked away.

3. *Discussion:* Put on the Pinocchio nose to illustrate John's dishonesty. Tell the students the only way to shrink John's nose back to its right size is by helping him to be honest. Ask for suggestions about how John could have responded differently in the story. If time allows, act out the story by illustrating John's honesty.
 - a. Even though John may have risked Tom's anger, he could have told Tom the truth about the ipod soon after it fell to the ground.
 - b. John should have told Tom the truth even though he was scared and afraid of how Tom would react.
 - c. John should have treated Tom the way he would have wanted to be treated if it was his ipod. Because of John's actions when confronted, Tom may suspect him of lying.

Assessment

Listening to student comments during discussions will help assess whether the students understand the concept of honesty. Also, teachers can note how often they catch children telling lies within the classroom. This information can be collected (tally marks) for one week prior to introducing the honesty character trait (for baseline data) and then for one week after honesty is discussed. Data can be collected on a few target students, or on the class as a whole.

Source

Kids With Character (Published by National Center for Youth Issues)

Lesson Plan: Honesty/Integrity

Title

"Wink the Truth" Game

Connection to Character Traits:

Teamwork, trustworthiness, fairness, honor

Grade Level

Can be adapted for grades 4–8

Overview

The purpose of this game is to create a group story that's half true and half lies—and to discover how hard it is to keep a story straight if you need to remember many facts and lies.

Materials Needed

None

Procedures

1. With a group of at least four students, begin by agreeing on what the story will be about. Try to keep the topic simple. Examples: A day at school: something specific that happened at school or near the school; how the holiday show went.
2. The first player starts the game by saying two sentences about the topic. One sentence is true, and the other is a lie. It doesn't matter what order the player says these comments, but he or she must wink when telling the lie. Example: "Dr. Wiemer was standing at the front door of the school this morning when we arrived." (True.) "She was wearing pink shoes." (A lie: wink.)
3. The second player repeats the first player's sentences, and adds two more sentences to the story, winking for each lie.
4. The third player repeats all four sentences said by the first two players, adds two more sentences, and winks three times.
5. Continue until the story gets too complicated and students start forgetting which parts are true and which parts are lies. Conclude by talking about the game and asking if it is hard to keep a story straight if you have to remember many facts and lies.

Assessment

Observe to make sure all students are participating and are having fun!

Source

What Do You Stand For? A Kid's Guide to Building Character by Barbara A. Lewis

Honesty and Integrity Booklist:

Honesty (Available at CH)

179 Ea Earle, Vana. 1990.

The author defines honesty and discusses its importance in life.

Honesty (EV)

179 Ra Raatma, Lucia. c2000.

Explains the virtue of honesty and how readers can practice it at home, in school, in the community, and with each other.

Honesty Counts (CH, SH)

179 Be Bender, Marie c2003

Defines honesty as a character trait and discusses how to be honest at home, with friends, at school, and in the community.

I am honest (SH)

179 Sa Salzmann, Mary Elizabeth 2003

Describes various ways of being honest, including doing your own homework, returning things that you borrow, and paying for things at the store.

Telling the truth (SH, EV)

177.3 Al Althea. c1998.

Examines the nature and importance of truth, explains why telling the truth can sometimes be difficult, and describes the negative effects of lying.

Learning about honesty from the life of Abraham Lincoln (EV)

921 Li Mosher, Kiki. 1996.

This book extols the virtue of honesty through examples in the life of Abraham Lincoln.

Arnie and the stolen markers (CH)

E Ca Carlson, Nancy L.

Arthur and the true Francine (EV, CH)

E Br Brown, Marc 1981

Francine and Muffy are good friends until Muffy lets Francine take the blame for cheating on a test.

Edwurd Fudwupper fibbed big (EV)

E Br Breathed, Berke 2000

Edwurd's little sister comes to the rescue when Edwurd's humongous fib lands him in trouble with a three-eyed alien from another galaxy. Celebration book donated in honor of Natalie Horcher.

Day's work (EV, SH)

E Bu Bunting, Eve c1994

When Francisco, a young Mexican American boy, tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something even more valuable to teach Francisco.

Rabbit rambles on (CH)

E Gr Gretz, Susanna 1992

Duck and Frog decide to teach boastful Rabbit a lesson.

Tyrone, the double dirty rotten cheater (CH)

E Wi Wilhelm, Hans

What's so Terrible about Swallowing an Apple Seed? (EV)

E Le Lerner, Harriet 1996

When Rosie swallows an apple seed, her sister Katie tells her that an apple tree will grow out of her ears.

Summer My Father was Ten (EV, CH, SH)

Pr E Br Brisson, Pat. 1999, c1998.

A father tells his daughter the story of how he damaged a neighbor's tomato garden when he was a boy and what he did to make amends.

Honest-To-Goodness Truth (EV, CH, SH)

Pr E McK McKissack, Pat, c2000.

After promising never to lie, Libby learns that it's not always necessary to blurt out the whole truth either.

Alice Dodd and the spirit of truth (EV)

F Mu Murphy, Catherine Frey 1993

176 p. While spending the summer in a vacation cabin with her aunt and three-year-old cousin, a young girl finds herself more and more involved in a series of lies.

Honestly, Mallory!

(CH)

F Fr Friedman, Laurie B., c2007.

When Mallory cannot decide what to be on Career Day, it makes her feel like she is not good at anything and she ends up telling a lie that quickly gets out of control.

Horrible Harry and the mud gremlins

(EV, CH)

F Kl Kline, Suzy 2003

Harry persuades his classmates to sneak through the playground fence during lunchtime recess to view some unusual mushrooms.

Jackalope

(EV, CH, SH)

F St Stevens, Janet 2003

A jack rabbit who wished to be feared asks his gairy godrabbit for horns and becomes the first jackalope, but there's one condition: he must not tell lies.

Junie B. Jones is not a crook

(EV, CH, SH)

F Pa Park, Barbara. c1997.

Junie B. Jones experiences glee while showing off her new furry mittens in kindergarten, but disaster strikes when they disappear from the playground.

Liar, liar

(EV)

F DeC DeClements, Barthe. 1998.

Sixth-grader Gretchen and her friends begin to have problems when a new girl starts telling some very believable, but untrue, stories.

Mary Marony and the chocolate surprise

(EV, SH)

F Kl Kline, Suzy c1995.

Mary decides it's all right to cheat to make sure she wins a special lunch with her favorite teacher, but the results of her dishonesty end up surprising the whole second grade class.

Uncharted waters

(EV)

F Bu Bulion, Leslie, 2006.

Jonah's lies and his secret fear of the sea threaten to ruin his month at the shore with his favorite uncle, but a grumpy marina storekeeper and an attractive young college student help turn the summer into an adventure he will never forget.

Undercover tailback

(CH)

F Ch Christopher, Matt. 1992

Winners take all

(SH)

F Bo Bowen, Fred. c2000.

When Kyle fakes a catch, his baseball team goes on to win the league championship but Kyle doesn't feel good about winning by cheating.